

State-Adopted Curricula ELA HQIM Reports: K-2 Final Reports

The reports produced from the state's review process contain information districts and teachers can use to:

- 1) determine if they are using HQIM in their classrooms, and
- 2) better understand the strengths, weaknesses, and opportunities within their materials to support strong implementation that benefit students.

Gateway 1 indicators ensure high-quality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

High-quality texts are the central focus of lessons, are of the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

| Gateway 1 Overview | Rated Score |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Criterion 1.1: Text Quality and Complexity Indicator 1a-1f Texts are worthy of students' time and attention; texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading. | _ /16 |
| Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence Indicator 1g-1n Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. | _ /22 |
| Criterion 1.3: Foundational Skills Development Indicator 1a-1v Materials in reading, writing, speaking, listening and language targeted to support foundational reading development are aligned to the standards. | _ /32 |
| Total Rated Points in Gateway 1 | _ /70 Meets: 63-70 Partially Meets: 35-62 Does Not Meet: < 35 |

| Gateway 1 Report | |
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Gateway 2 indicators focus on the ways in which materials build knowledge through integrated reading, writing, speaking, listening, and language.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Materials build knowledge through integrated reading, writing, speaking, listening, and language. To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion. Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.

| Gateway 2 Overview | Rated Score |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Criterion 2.1: Building Knowledge Indicator 2a-2f Materials build knowledge through integrated reading, writing, speaking, listening and language. | _ /16 |
| Criterion 2.2: Coherence Indicator 2g-2i Materials promote mastery of grade-level standards by the end of the year. | _ /18 |
| Total Rated Points in Gateway 2 | _ /34 Meets: 31-34 Partially Meets: 17-30 Does Not Meet: < 17 |

| Gateway 2 Report | |
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Gateway 3 indicators examine the ways in which materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.

Gateway 3: Usability

Gateway 3 examines the ways in which materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners. To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion. Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.

| Gateway 3 Overview | Rated Score |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Criterion 3.1: Teacher Supports Indicator 3a-3c Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content. | _ /17 |
| Criterion 3.2: Assessment Indicator 3d-3e Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards. | _ /16 |
| Criterion 3.3: Student Supports Indicator 3f-3g Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/course content. | Narrative Evidence Only |
| Criterion 3.4: Intentional Design Indicator 3h-3v Intentional Design identifies how materials support students and teachers with a visual design that's engaging and references or integrates digital technology when applicable, with guidance for teachers. | Narrative Evidence Only |
| Total Available Points in Gateway 3 | _ /33 Meets: 30-33 Partially Meets: 16-29 Does Not Meet: < 16 |

| Gateway 3 Report | |
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The final reports include an overall rating as well as information highlighting the program's overall strengths and weaknesses found by review teams. Scores from the rubrics can result in one of three outcomes – **Meets**, **Partially Meets**, and **Does Not Meet**. These designations help educators determine the strength and quality of the materials that were reviewed.

Final Reports

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